



Hamble Primary School Maths Overview

Year R

This maths overview shows the key statements for our maths curriculum for Year R from which teachers work through addressing specific statements each term. The maps are recursive, meaning that we continually revisit key statements throughout the year. This document does not give an order to the statements covered but does indicate what to prioritise using key colours.

Progression

These statements are organised in a progressive manner within each unit. The Year R team select the statement and then with guidance from their Baseline Assessment, they decide the order and how long to teach a given statement for. Teachers alternate between units in order to ensure all statements are sequenced in an appropriate manner and to avoid confusion. For example, teachers may teach '1 more' and then move on to a measure unit before teaching '1 less'. The order of this is decided within the year team and is adapted as the year goes on in order to meet the needs of the children.

Some statements, such as time and sequencing, are taught incidentally and more frequently in order to further embed learning. Children also have daily maths meetings to ensure quick recall and fluency of key mathematical vocabulary.

All statements are covered through continuous provision and listening time throughout the year. Listening time lasts for approximately 10-15 minutes and includes an introduction to the skill. In the Autumn term, children explore their new knowledge from listening time through play-based activities. During the Spring term, following the listening time, focus tasks are introduced to ensure children apply new learning in their subsequent activity. Whilst ensuring all children apply their learning, this also helps to prepare children for more formal learning in Year 1.

Children revisit statements outside the maths lessons during revisit and enrich opportunities, including activities set up for the start of the day and within the provision.

Prioritisation

Key statements have been highlighted to indicate where there is a specific order which is best to approach them in. Any statements in green should be taught first within that section as these are fundamental foundations for learning in that year group and other statements are reliant on this knowledge. Where there is a particular benefit to knowledge being left until spring / summer this has also been highlighted in yellow / blue.

Green – Autumn Term

Yellow – not before Spring Term

Blue – not before Summer Term

Baseline Assessment (Autumn Term 1)

- Counting and 1:1 correspondence

Counting

- Number recognition to 10 and then to 20
- One to one correspondence to 10 and then to 20
- Order numbers to 10 and then to 20
- Write numbers to 10 and then to 20
- 1 more and 1 less
- 2 more and 2 less
- 10 more and 10 less

Addition and Subtraction

- Number bonds to 5 and 10 verbally with concrete resources.
- Number bonds to 5 and 10 recorded with pictorial resources.
- Recognise numerical patterns from known number bonds (to 5 and 10) to work out number bonds to 20.
- Add and subtract beyond 10 and up to 20.

Measures

Compare and describe:

- Length and height
- Capacity
- Weight
- Chronological sequences (now, next, after that).
- Chronological sequences with days of the week, months of the year.
- Recognise and know the value of different coins (up to £2 coin).
- Use coins to add and subtract varying amounts within 20 using 1p, 2p, 5p and 10p coins.

Doubling and Halving

- Use concrete methods to double numbers to 10.
- Use concrete and pictorial methods to double numbers up to 20.

Pattern

- Recognise simple patterns (e.g. animal fur, chequered, zig-zag)
- Recognise repeating patterns.
- Create repeating patterns with two or more colours / patterns / objects.

Shape

- Recognise and name specific 2D shapes (circle, square, triangle, rectangle, oval, star).
- Verbally describe the properties of these 2D shapes.
- Recognise and name specific 3D shapes (cube, cuboid, sphere, square based pyramid, cylinder, cone).
- Verbally describe properties of these 3D shapes.